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| |  | | --- | |  | |  | | |  | | --- | |  | | | |  |  | | --- | --- | | Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher: | | | |  |  | | --- | --- | | Date of Presentation: \_\_\_\_\_\_\_\_\_\_\_\_ | Title of Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | |  | **Criteria** | **Points** | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 |  | | **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. | \_\_\_\_ | | **Content Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required)with explanations and elaboration. | \_\_\_\_ | | **Visuals** | Student used no visuals. | Student occasional used visuals that rarely support text and presentation. | Visuals related to text and presentation. | Student used visuals to reinforce screen text and presentation. | \_\_\_\_ | | **Mechanics** | Student's presentation had four or more spelling errors and/or grammatical errors. | Presentation had three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. | \_\_\_\_ | | **Delivery** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. | Student used a clear voice and correct, precise pronunciation of terms. | \_\_\_\_ | |  |  |  |  | **Total---->** | \_\_\_\_ | | | | **Teacher Comments**: | |  | |